



Wood End Infant School

Inspection Report

Unique Reference Number 101936
LEA Ealing LEA
Inspection number 276619
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Raminder Arora AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Infant	School address	Whitton Avenue West
School category	Foundation		Northolt
Age range of pupils	3 to 7		UB5 4LB
Gender of pupils	Mixed	Telephone number	02084225182
Number on roll	357	Fax number	02084226411
Appropriate authority	The governing body	Chair of governors	Mr Ray Dawson
Date of previous inspection	12 July 2004	Headteacher	Mrs Janet Brown

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school that serves a diverse community, with approximately 10% attending from other Local Authorities (Harrow and Brent). The proportion of pupils eligible for free school meals is higher than average. The proportion of pupils with learning difficulties and disabilities is average and the number of vulnerable pupils is increasing. Attainment on entry is much lower than average. A high proportion of pupils do not have English as their home language. Both pupil mobility and staff turnover are higher than in most schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Wood End School is a welcoming and friendly place where everyone is treated with respect. The school views itself to be satisfactory and the inspectors agree. It is an improving school that looks after pupils' personal care and well being effectively. Parents and pupils overwhelmingly support the school. The issues from the last inspection report have been tackled and many effective strategies are introduced to secure improvements. As a result, the value for money is satisfactory and the school no longer poses any cause for concern.

The quality and standards in the Foundation Stage are satisfactory overall. Children start school with skills that are much lower than those expected of three-year-olds and, when they leave, their standards are below the national averages. The school has accurately identified weaknesses in pupils' attainment and implemented initiatives to raise standards. Teaching is satisfactory overall. The recent improvements to teaching mean that pupils make progress that is consistently at least satisfactory. There are effective means of checking pupils' progress across the school. The monitoring of teaching by senior staff successfully identifies the next steps to secure improvement, for example, the need to raise teachers' expectations of what pupils' can achieve and provide challenge to the more able pupils. Pupils are happy at school, although attendance remains unsatisfactory.

Leadership and management are satisfactory overall. The better monitoring of the school's work is improving its performance. However, more needs to be done to strengthen systems for the induction and retention of staff new to the school. Senior staff and subject managers require a more strategic role in checking and driving forward improvements in standards. The school works effectively with other local schools and organisations and the scope for further improvement is satisfactory.

What the school should do to improve further

andmiddot; Further improve the quality of teaching to the level of the best, and ensure that teaching meets the needs of the more able pupils. andmiddot; Strengthen systems for the induction and retention of staff new to school.andmiddot; Further develop the strategic role of senior staff and subject managers in checking and driving forward improvements to standards. andmiddot; Strengthen the efforts to improve attendance and punctuality.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. They enter the Nursery with poorer than expected skills particularly in early speaking and listening and their personal, social and emotional development. Overall, children in the Foundation Stage make satisfactory progress and attain standards that are below those expected at the end of Reception.

Pupils in the current Year 1 and 2 classes continue to make satisfactory progress. In 2005, the standards in reading, writing and mathematics showed marked improvement, but remained just below the national average by the end of Year 2. The provisional results for 2006 show a slight decline over the last year. The school's analysis indicates that this is due to the high mobility and increasing number of pupils at early stages of learning English as an additional language.

Pupils with learning difficulties and disabilities make satisfactory progress, as do those learning English as an additional language. A few vulnerable pupils make slower progress than their peers due to erratic attendance. Pupils are on track to reach the challenging targets set. There are clear indications that improvements to maximise pupils' progress are underway.

Personal development and well-being

Grade: 3

Pupils' attitudes are positive. One pupil commented, "We are happy here because we can do lots of fun things". Their behaviour is satisfactory but when teaching is good they behave very well and are keener to do their best. Pupils are confident and show developing independence in making choices. Relationships are good. Pupils' spiritual, moral, social and cultural development is satisfactory. They feel safe and secure and know who to go to if they have any problems. The annual Sports Week and good emphasis on a healthy diet at lunchtime raise pupils' awareness of the need to develop a healthy lifestyle.

Pupils are being encouraged to achieve economic well-being and to contribute to the community. They have raised significant amounts for local charities. Pupils are developing satisfactory literacy and numeracy skills for the future, take initiative in lessons and become independent learners.

Older pupils apply to be Playground Friends and take this role seriously. Attendance is below the national average and has dipped lower this year partly because of illness, which affected large numbers of staff and pupils. The school continues to introduce new systems to tackle individual absence.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. There are some strong features of teaching in all year groups but there is also some inconsistency. Teaching in the Foundation Stage is satisfactory overall, but good in the Nursery where learning is made very enjoyable and children engage well. In good lessons, teachers plan well to meet the different needs of pupils, including those learning English as an additional language and those with learning difficulties. They use learning support staff effectively and ensure an appropriate level of challenge for the more able. In these lessons, most pupils are diligent and work hard to apply themselves to tasks. The learning support staff are

appropriately trained and effectively deployed to support small groups of pupils, but the general support from teaching assistants is less focused in some lessons. In the less effective lessons, teachers' subject knowledge is less secure, instructions lack clarity and tasks are too easy so pupils are unsure and less productive. In some classes, pupils' behaviour deteriorates when teachers do not provide sufficient challenge, especially for the more able pupils. There is evidence that the support for weaker teachers is beginning to have an impact, but this is not yet fully effective. Assessment is satisfactory and used well in most classes to inform planning. Marking of pupils' work in Years 1 and 2 is not always focused on helping pupils to understand what they need to do to improve.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Statutory requirements are met. In the Foundation Stage, children benefit from a stimulating environment and activities that promote their learning, both indoor and outdoor. The curriculum in the main school is continually under review and planned carefully to meet pupils' needs. Appropriate attention is given to developing pupils' basic skills and making links between subjects through carefully planned topic work linked to literacy, mathematics and ICT.

The personal, social and health education programme pays appropriate attention to the development of safe and healthy living. There are lunchtime recorder clubs and a running club, much enjoyed by pupils. The well-planned educational visits, for example the recent one to The Kew Gardens, further enhance pupils' skills and experiences.

Care, guidance and support

Grade: 3

The school takes satisfactory care of all its pupils, including the most vulnerable. All health and safety issues are addressed; risk assessments are in place and child protection procedures and arrangements for looked after children are well established. Pupils' medical and first aid needs are well met. The behaviour policy is clear and reward systems are effective. Strategies such as, Art Discussion therapy, are used well to help pupils cope with emotional or behavioural difficulties. Induction for pupils new to Nursery and Reception is thoughtfully planned and arrangements for transfer to the junior school are appropriate. The pupils' performance in different subjects is regularly checked. They are set group or individual targets and their progress is carefully tracked. The identification and support for individual pupils with learning difficulties and disabilities, and those new to learning English, is satisfactory.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. The school has made concerted efforts to deal with the key issues identified in the last inspection. It has benefited from the support provided by the local authority and from its involvement in the

Primary Leadership Programme. Regular monitoring by the leadership team has resulted in improvements in the quality of teaching and learning across the school, although there is still some inconsistency of practice. This is partly due to high staff turnover and difficulties with the recruitment and retention of staff, and the school is aware that it needs to develop more effective strategies.

The governors now have an appropriate understanding of the school's strengths and weaknesses. For example, they have begun to think of effective ways of appointing and retaining good staff and have become more involved in monitoring the work of the school. Parents' and pupils' views are sought and acted upon. The school's self-evaluation procedures are developing well and are generally accurate in identifying strengths and the areas for development. However, there are still some areas, which need further development, particularly in the teaching and learning; this includes better use of assessment information for planning and ensuring higher expectations and challenge for the more able pupils. The school's capacity to improve is satisfactory. There is clear understanding that by further strengthening the strategic role of senior managers and subject co-ordinators in reviewing and developing the school's work, the school can continue to make progress.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Pupils

Many of you were curious about the 'inspectors' and I write to tell you what we found. I thank you for the help that you gave to us when we came to your school and we have used what you said to us in our report. You told us that you enjoy school and feel safe. You also told us that you share your views with teachers, and they listen and take them seriously. You said that the teachers display your work nicely and make your school a brighter place. The governors and staff have also helped to improve school meals and as one of you said 'I know what is healthy and it is not chocolates and chips'.

We like the way the school cares for you all. This includes those of you who are new to learning English, those who find learning hard and those who have problems at any time. As a result, you all develop into sensible young people who show concern for others. You work hard and make sound progress in your lessons. There are four ways in which we have asked the school to improve things for you even further. The teachers work very hard on your behalf, but we are encouraging them to make sure that those of you who learn the quickest are given tasks to make you think even more. We also want the school to make sure that you do not have too many changes of teachers. It is important that you attend the school regularly. Lastly, we are asking the school to ensure that the senior teachers plan in a way that helps you to make even better progress in your work.

All the things we looked at in your school are satisfactory. Yours is an improving school and so we expect things to get even better quite quickly. You are rightly proud of your school. Once again, thank you very much.

Yours sincerely

Raminder Arora

Lead Inspector